



*Rewarding Learning*

**General Certificate of Secondary Education  
2019**

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## **Chemistry**

Unit 1  
Higher Tier

**[GCM12]**

**TUESDAY 28 MAY, AFTERNOON**

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**MARK  
SCHEME**

## General Marking Instructions

### **Introduction**

Mark schemes are intended to ensure that the GCSE examinations are marked consistently and fairly. The mark schemes provide markers with an indication of the nature and range of candidates' responses likely to be worthy of credit. They also set out the criteria which they should apply in allocating marks to candidates' responses.

### **Assessment objectives**

Below are the assessment objectives for GCSE Chemistry.

Candidates must:

- AO1** Demonstrate knowledge and understanding of:
  - scientific ideas;
  - scientific techniques and procedures.
- AO2** Apply knowledge and understanding of and develop skills in:
  - scientific ideas;
  - scientific enquiry, techniques and procedures.
- AO3** Analyse scientific information and ideas to:
  - interpret and evaluate;
  - make judgements and draw conclusions;
  - develop and improve experimental procedures.

### **Quality of candidates' responses**

In marking the examination papers, examiners should be looking for a quality of response reflecting the level of maturity which may reasonably be expected of a 16-year-old which is the age at which the majority of candidates sit their GCSE examinations.

### **Flexibility in marking**

Mark schemes are not intended to be totally prescriptive. No mark scheme can cover all the responses which candidates may produce. In the event of unanticipated answers, examiners are expected to use their professional judgement to assess the validity of answers. If an answer is particularly problematic, then examiners should seek the guidance of the Supervising Examiner.

### **Positive marking**

Examiners are encouraged to be positive in their marking, giving appropriate credit for what candidates know, understand and can do rather than penalising candidates for errors or omissions. The exception to this for GCSE Chemistry is when Examiners are marking complex calculations when the Examiners are briefed to mark by error or omission. Examiners should make use of the whole of the available mark range for any particular question and be prepared to award full marks for a response which is as good as might reasonably be expected of a 16-year-old GCSE candidate.

### **Awarding zero marks**

Marks should only be awarded for valid responses and no marks should be awarded for an answer which is completely incorrect or inappropriate.

### **Marking Calculations**

In marking answers involving calculations, examiners should apply the 'carry error through' rule so that candidates are not penalised more than once for a computational error. To avoid a candidate being penalised, marks can be awarded where correct conclusions or inferences are made from their incorrect calculations.

### **Types of mark schemes**

Mark schemes for tasks or questions which require candidates to respond in extended written form are marked on the basis of levels of response which take account of the quality of written communication.

Other questions which require only short answers are marked on a point for point basis with marks awarded for each valid piece of information provided.

### **Levels of response**

In deciding which level of response to award, examiners should look for the number of indicative content points in candidate responses to ensure that the answer has been written to coincide with the question. In deciding which mark within a particular level to award to any response, quality of communication will be assessed and examiners are expected to use their professional judgement.

The following guidance is provided to assist examiners.

- **Threshold performance:** Response which just merits inclusion in the level and should be awarded a mark at or near the bottom of the range.
- **High performance:** Response which fully satisfies the level description and should be awarded a mark at or near the top of the range.

### **Quality of written communication**

Quality of written communication is taken into account in assessing candidates' responses to all tasks and questions that require them to respond in extended written form. These tasks and questions are marked on the basis of bands of response. The description for each band of response includes reference to the quality of written communication.

For conciseness, quality of written communication is distinguished within bands of response as follows:

Band A: Quality of written communication is excellent.

Band B: Quality of written communication is good.

Band C: Quality of written communication is basic.

Band D: Response not worthy of credit

In interpreting these band descriptions, examiners should refer to the more detailed guidance provided below:

**Band A (Excellent):** Excellent reference to scientific terminology. The candidate successfully selects and uses the most appropriate form and style of writing. Relevant material is organised with a high degree of clarity and coherence. There is widespread and accurate use of appropriate specialist vocabulary. Presentation, spelling, punctuation and grammar are of a sufficiently high standard to make meaning clear.

**Band B (Good):** Good reference to scientific terminology. The candidate makes a reasonable selection and use of an appropriate form and style of writing. Relevant material is organised with some clarity and coherence. There is some use of appropriate specialist vocabulary. Presentation, spelling, punctuation and grammar are sufficiently competent to make meaning clear.

**Band C (Basic):** Basic reference to scientific terminology. The candidate makes only a limited selection and use of an appropriate form and style of writing. The organisation of material may lack clarity and coherence. There is little use of specialist vocabulary. Presentation, spelling, punctuation and grammar may be such that intended meaning is not clear.

- 1 (a) (i) an element consists of only one type of atom/cannot be broken down into anything simpler by chemical means [1]
- (ii) number of protons [1]
- (b) (i)  $\frac{(32 \times 95.02) + (33 \times 0.76) + (34 \times 4.22)}{100}$  [1] = 32.092 [1] 32.1 [1] [3]
- (ii) compared to carbon-12 [1]
- (iii) 17 neutrons in  $^{33}\text{S}$  and 18 neutrons in  $^{34}\text{S}$  [1]

(c)

Atom/ion	Number of protons	Number of neutrons	Number of electrons
$^{32}\text{S}$	16	16	16
$^{34}\text{S}^{2-}$	16	18	18

[1] for each row [2]

(d) Moles of Mg =  $\frac{1.80}{24} = 0.075$  [1]

Moles of Si =  $\frac{1.05}{28} = 0.0375$  [1]

Moles of O =  $\frac{2.40}{16} = 0.15$  [1]

$\text{Mg}_2\text{SiO}_4$  [1] [4]

AVAILABLE  
MARKS

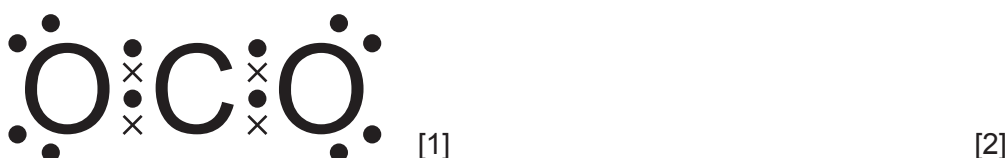
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- 2 (a) (i)  $4\text{Li} + \text{O}_2 \rightarrow 2\text{Li}_2\text{O}$   
 correct formulae of reactants [1]  
 correct formula of product [1]  
 correct balancing [1] [3]

- (ii) lithium atom 2,1 and oxygen atom 2,6 [1]  
 two lithium atoms (each transfer one electron) to one oxygen atom [1]  
 $\text{Li}^+$  [1] electronic configuration is 2 [1]  
 $\text{O}^{2-}$  [1] electronic configuration is 2, 8 [1] [6]

- (iii) ions can move and carry charge (when molten/liquid) [1]

- (b)  $\text{F}_2 + 2\text{e}^- \rightarrow 2\text{F}^-$   
 $\text{F}_2$  on left-hand side with arrow and  $\text{F}^-$  on right-hand side [1]  
 $+ \text{e}^-$  on left-hand side [1]  
 correct balancing [1] [3]



- (d) (i) different forms of the same element [1]  
 in the same physical state [1] [2]

- (ii) graphite is made of layers but graphene is a single layer (of carbon atoms) [1]

- (e) (i) covalent [1]

- (ii)  $\text{OF}_2 + \text{H}_2\text{O} \rightarrow 2\text{HF} + \text{O}_2$   
 correct formulae of reactants [1]  
 correct formulae of products [1]  
 correct balancing [1] [3]

(f)

	Lithium	Carbon (diamond)	Fluorine
<b>Melting point (°C)</b>	181	3550	-220
<b>Structure</b>	metallic lattice	<b>giant covalent</b> [1]	<b>molecular covalent</b> [1]
<b>Forces or bonding broken on melting</b>	<b>metallic bonding</b> [1]	covalent bonding	<b>van der Waals' forces</b> [1]
<b>Particles between which the forces or bonding are acting</b>	<b>positive ions and delocalised electrons</b> [1]	<b>atoms</b> [1]	molecules

[6]

<b>3 (a) (i)</b>	water that is safe to drink	[1]
<b>(ii)</b>	kills microbes/bacteria	[1]
<b>(iii)</b>	damp universal indicator paper [1] changes to red [1] and bleaches/white [1]	[3]
<b>(iv)</b>	coagulant	[1]
<b>(b) (i)</b>	measuring cylinder	[1]
<b>(ii)</b>	filtration	[1]
<b>(iii)</b>	$\text{Al}_2\text{O}_3(\text{s}) + 3\text{H}_2\text{SO}_4(\text{aq}) \rightarrow \text{Al}_2(\text{SO}_4)_3(\text{aq}) + 3\text{H}_2\text{O}(\text{l})$ correct formulae of reactants [1] correct formulae of products [1] correct balancing [1] correct state symbols [1]	[4]
<b>(iv)</b>	water of crystallisation	[1]
<b>(v)</b>	completely ionised in water	[1]
<b>(vi)</b>	pH increases	[1]
<b>(c)</b>	mass of water = $12.60 - 6.84 = 5.76 \text{ g}$ [1] moles of water = $\frac{5.76}{18} = 0.32$ [1]  moles of $\text{Al}_2(\text{SO}_4)_3 = \frac{6.84}{342} = 0.02$ [1]  $x = 16$ [1]	[4]

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4 (a) transition metals/transition elements [1]

(b)

Substance	Colour
copper(II) oxide powder	black [1]
copper(II) nitrate solution	blue [1]
calcium chloride solution	colourless [1]

[3]

(c) error: solvent level above spots/base line [1]  
effect: samples will dissolve in solvent [1] [2]

(d) (i) distance moved by spot = 1.5 cm [1]  
distance moved by solvent = 4.5 cm [1]  
 $R_f = 1.5/4.5 = 0.33$  [1] [3]

(ii) B moves least distance up the paper [1] [1]

AVAILABLE  
MARKS

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**5 (a) Indicative content**

- bromine + sodium iodide → sodium bromide + iodine
- chlorine + sodium bromide → sodium chloride + bromine
- order of reactivity is Cl, Br, I
- one electron is gained (into outer shell)
- down the group, outer shell is further from the nucleus/more shells/  
atomic radius increases
- less attraction between (incoming) electron and nucleus

Band	Response	Mark
<b>A</b>	Candidates must use appropriate specialist terms to fully describe and explain what the student found out [5–6 indicative content points]. Relevant material is organised with a high degree of clarity and coherence. They must use excellent spelling, punctuation and grammar and the form and style are of a very high standard.	<b>[5]–[6]</b>
<b>B</b>	Candidates must use appropriate specialist terms to describe and explain what the student found out [3–4 indicative content points]. Relevant material is organised with some clarity and coherence. They use good spelling, punctuation and grammar and the form and style are of a satisfactory standard.	<b>[3]–[4]</b>
<b>C</b>	Candidates describe briefly what the student found out [at least 2 indicative content points]. The organisation of material may lack clarity and coherence. They use limited spelling, punctuation and grammar and they have limited use of specialist terms. The form and style are of limited standard.	<b>[1]–[2]</b>
<b>D</b>	A response not worthy of credit.	<b>[0]</b>

[6]

(b) (i)  $\text{SO}_4^{2-}$  [1]

(ii)  $\text{Mg}^{2+}$  [1]

(iii)  $\text{CO}_3^{2-}$  [1]

(iv)  $\text{Li}^+$  [1]

**Total**

**AVAILABLE  
MARKS**

10

**80**